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ABSTRACT

In 1992, the Nebraska legislature passed Legislative Bill 922, which mandated the implementation of multicultural education in public schools. This handbook contains guidelines to help school districts design and implement local multicultural programs. The curricula developed by local schools are intended to foster respect for diversity and for improved relationships among individuals of diverse cultures. The handbook outlines the components of a district plan, steps in the planning cycle, assistance provided by the Nebraska Department of Education, and statewide program assessment. Appendices contain specific guidelines for staff development, the development of a supportive school environment, the promotion of community involvement, the dimensions of multicultural education, ideas for teaching/learning activities, and answers to commonly asked questions. An annotated list of multicultural resource centers across the nation is included. (LMI)

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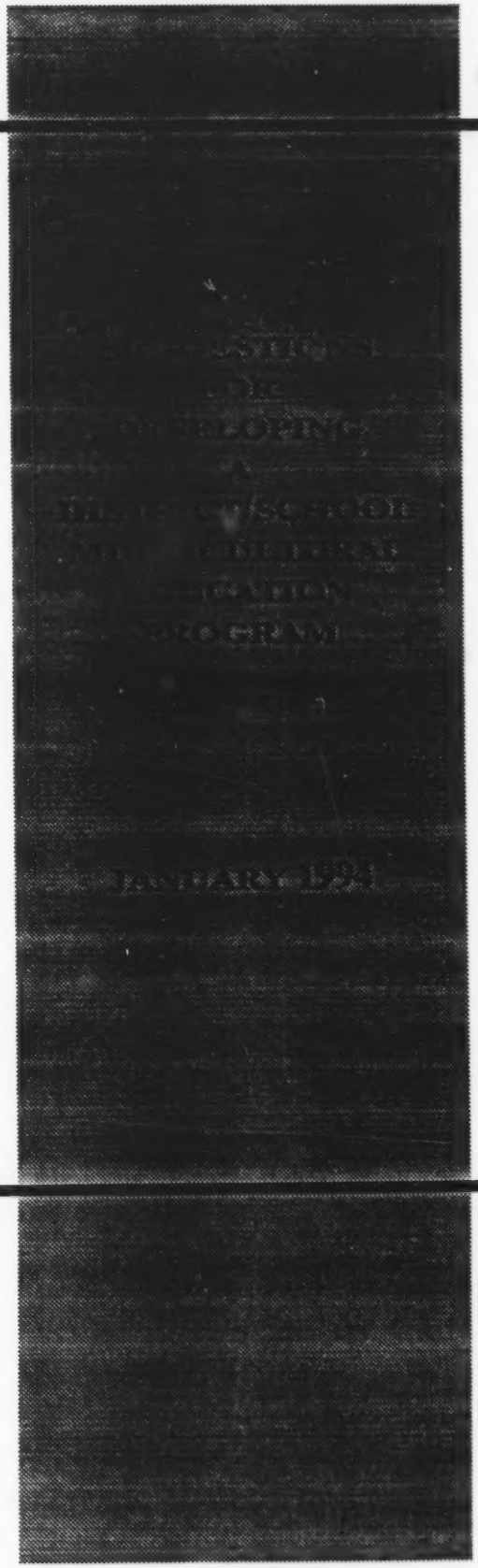

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FOREWORD . . .

Legislative Bill 922 (l992 Legislature) is a legislative landmark for our state. In mandating multicultural education in our schools, LB 922 marks a transition point in the history of the people of Nebraska. As of the 1990 census, all 93 counties, for the first time, included representation from people of diverse cultures and people of color. Therefore, it is imperative we search for and find strength in our diversity bringing our various cultures and heritages together into "One Nebraska."

The implementation of multicultural education is an important task and one that will have impact far beyond the creation of new subjects, courses and learning activities. Designing and implementing multicultural education will enliven discussions about what students should learn and will bring new insight to curricula focusing on people and cultures. Such studies will enrich students' lives with knowledge that will lead to greater understanding of themselves.

LB 922 charges the Department of Education with developing curriculum frameworks/guidelines for multicultural education and with developing rules and regulations for implementation. The frameworks are to serve as guidelines for school districts in developing local programs. The multicultural education curricula developed by local schools are intended to foster respect for diversity and for improved interrelationships among individuals of diverse cultures.

JOE E. LUTJEHARMS,
COMMISSIONER

America is woven of many strands; I would recognize them and let it so remain... Our fate is to become one, and yet many.

Ralph Ellison
The Invisible Man
1952

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MULTICULTURAL EDUCATION

There is a multicultural movement that is taking place in this country. This movement is the result of a growing consciousness that our educational system has not served all of its students well. According to James Banks (1992):

> **"Multicultural education helps students understand and affirm their community cultures and helps free them from cultural boundaries, allowing them to create and maintain a civic community that works for the common good. Multicultural education seeks to actualize the idea of e pluribus unum within our nation and creates a society that recognizes and respects the culture of its diverse people, people united within a framework of overarching democratic values. A unified and cohesive democratic society can be created only when the rights of its diverse people are reflected in its institutions, within its national culture, and within its schools . . . A national culture or school curriculum that does not reflect the voices, struggles, hopes, and dreams of its many peoples is neither democratic nor cohesive. Divisiveness within a nation-state occurs when important segments within the society are structurally excluded and marginalia."**

Thus, multicultural education is education that includes the experiences, contributions, perspectives, viewpoints, concerns, and needs of the various cultures that make up our society. Nebraska's plan for multicultural education focuses specifically on African Americans, Hispanic Americans, Asian Americans and Native Americans. District plans for multicultural education must include emphasis on these groups. Schools may choose to teach about other groups and cultures, but they are not required to be part of the plan submitted to the State Department of Education.

Researchers have identified numerous goals of multicultural education. For example, it has been noted that multicultural education:

a. helps students develop positive gender, racial, cultural, class, and individual identities and recognize and accept their membership in many different groups;

b. enables students to see themselves as part of the larger society; to identify, empathize, and relate with individuals from other groups;

c. enables students and school staff to recognize and make appropriate responses about discrimination based on race, sex, national origin or disability, and strive for equity and unit in a diverse society;

d. empowers students and their families to become active participants in the process of learning;

e. develops students' ability to recognize, critically analyze, and make intelligent decisions about complex social problems and issues such as discrimination and racism in contemporary society so that the students will act as agents of social change;

f. helps America to become America for all Americans.

MULTICULTURAL EDUCATION IN NEBRASKA

In 1992, the Nebraska Legislature defined an approach to multicultural education in which each school district and each teacher will play an important part. This handbook provides assistance to help school districts design and implement multicultural education that addresses the Legislature's intent.

THE DISTRICT PLANS

The Department of Education will review each district's multicultural education plan.

1. By November 1, 1994, each public school district must submit a multicultural education program plan to the Nebraska Department of Education. The plan must meet the requirements of Rule 16. Districts are advised to study the Rule as preparation for planning their multicultural education program.

   → The plan should include a cover sheet that indicates the Board of Education's assurance that the plan complies with Rule 16.

2. The plan must include the criteria listed under Section 4 of Rule 16. These criteria will be used by the State Department of Education to approve district plans.

3. The multicultural education plan may be revised at any time. It is important that the plan on file with the Department of Education be the current one that the school system is implementing. The school district is responsible for assuring that the appropriate plan is on file with the Department of Education.

4. Districts are urged to be complete but concise. The plan will be approved based on its adherence to the criteria in Rule 16, Section 004.

5. The criteria for plan development are listed in checklist form for convenience of school district planners.

The Plan...

√ contains a statement of philosophy or mission of the multicultural program.

√ contains locally developed district program goals reflecting multicultural education.

√ includes studies of the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, and Asian Americans. (Inclusion of other groups in a multicultural instruction program is an option for individual school districts, but these additional groups do not need to be included in the plan submitted to the Department of Education.)

√ infuse multicultural education in all subject areas of the core curriculum. (Infusion is a process in which multicultural education and/or its philosophy is integrated into the already existing curricula.)

√ places special emphasis on human relations and sensitivity to all races.

√ provides learning experiences for students to obtain knowledge about and respect for the diversity and commonalities of the cultures, and histories, and contributions of African Americans, Hispanic Americans, Native Americans, and Asian Americans.

√ provides staff development (for administrators, teachers, and support staff) which is congruent with the local district program goals developed for 16-004.05 which will enable them to develop an effective multicultural education program.

√ includes a process for selecting appropriate materials.

√ includes a process for the periodic assessment of the district multicultural education program.

√ includes representation by staff and community in the development, implementation, and periodic assessment of the multicultural education plan. Representatives reflect the cultural diversity of the district.

√ provides for an annual report to the local Board of Education.

√ includes Board of Education approval.

√ is submitted to the Nebraska Department of Education.

SUGGESTED PLANNING CYCLE TO DEVELOP A MULTICULTURAL EDUCATION PLAN

Developing a multicultural education plan **might** include the following steps.

Step 1: Development of a formal Board of Education resolution stating that the district is embarking upon a comprehensive effort to implement multicultural education.

Step 2: Review the timeline for implementation of the district's multicultural education program referenced in the November 1, 1993 report to the State Board of Education.

Step 3: Appointment of a district Multicultural Education Coordinator.

Step 4: Establishment of a multicultural education committee representing school staff, students, community members and parents. Select one committee member to serve as the project coordinator and liaison with the district superintendent and the Equal Education Opportunity (EEOP) staff.

Composition Committee should be broad-based and diverse in membership.

- → project coordinator
- → librarian(s)
- → teachers
- → support staff
- → curriculum specialists
- → special services staff
- → central office administrators
- → community member (representation must include diverse racial/national origin groups)
- → guidance counselor(s)
- → students
- → building principals
- → parents
- → bilingual/ESL staff
- → Affirmative Action Officer

Functions The multicultural education committee **could** be responsible for the following:

1. Create a needs assessment survey that will focus on curriculum, school climate and school/community relationships.

2. Analyze the data generated by the needs assessment to identify priority needs.

3. Develop multicultural education committee goals based on the findings of the needs assessment.

4. Develop multicultural education committee objectives/activities based on the needs assessment designed to meet the multicultural education goals. The multicultural education committee and the project coordinator should review the existing educational goals and identify ways that the new multicultural education committee objectives/activities may become an integral part of the district's general educational goals.

5. Design a comprehensive plan incorporating short-range and long-range action plans for implementing multicultural education throughout the district in all areas, grades K-12.

6. Develop an annual multicultural theme for the district's schools.

7. Ensure that the district's action plan addresses the priorities identified and approved by the multicultural education committee's goals, objectives and activities.

8. Act as an advocate for the multicultural education committee's goals, objectives and activities.

9. Serve as a resource to the school and community.

Step 5: Conduct Needs Assessment.

Areas of Assessment Could Include

1. Racial, ethnic, cultural, socioeconomic, and language diversity in the district.

2. Curriculum, school climate and school community relationships.

   a. instructional materials
   b. disciplinary practices
   c. grouping or tracking practices
   d. parent/community/student involvement
   e. assessing student/teacher/parent/community attitudes (e.g. pre and post tests)
   f. assessment process
   g. school climate
   h. teaching/learning strategies

3. Examine existing program to determine what it does and does not do to meet goals of multicultural education.

Step 6: Develop Program Goals/Objectives/Action Plan

1. It is recommended that school districts focus on knowledge, evidence, history, skills, comprehension, and other cognitive skills. Affective goals can be included but they are very difficult to achieve and measure. Experience indicates that behavior and viewpoints change based on information, experience and communication. It is not the intent of multicultural education to force viewpoints and values on students but to provide them with the information and helpful experiences related to culture and ethnic background that they can interpret in the context of their family and community life.

2. When developing goals and objectives, consider the following questions?

   a. Is the goal/objective(s) limited to the needs assessment?

   b. Can the objective be measured and achieved. Is it significant and consistent with the program goals?

   c. Have the tasks and activities that need to be accomplished been identified?

   d. Will completing these activities lead to the attainment of the objective(s)?

   e. Are the tasks and activities properly sequenced?

   f. Have completion dates for these tasks and activities been established?

   g. Has an appropriate amount of time to accomplish these tasks been allocated?

3. Select human and material resources.

   a. The use of special materials designed to teach multicultural viewpoints are not required by Rule 16 and are not necessarily encouraged. Using materials that are separate and different from standard textbooks may send a message of exclusion and separation, when the ideal is to see the inclusion of minority interest and experience in every part of the curriculum.

   b. Review library materials and plan for needed acquisition as resources permit.

   c. Identify resources and agencies that can help provide teachers with staff development to meet needs. Consult with the State Department of Education in this process to determine availability of media, television, and computer network information sources. Consult with universities and the Educational Service Unit in your area. Consult with other school districts and develop cooperative projects where possible.

GOALS/OBJECTIVE			**Planning Worksheet Multicultural Education**	
What steps will be taken to achieve this goal?	Who will be responsible for this step?	When is it to be completed?	What resources will you need?	What will the result be?

Step 7: Local board approval of plan.

Step 8: Submit multicultural education plan to the Nebraska Department of Education by November 1, 1994.

Step 9: Implement the Program. Implementation of the multicultural education program requires attention to terminology, needs, objectives, resources, activities and evaluation.

Step 10: Evaluate the Program. To evaluate the effectiveness of program implementation, the following documentation could be maintained in the districts.

1. Evidence that the board of education has adopted the multicultural education curriculum goals/objectives.
2. Samples of materials which are biased or exclusionary, and materials used to supplement them.
3. Samples of multicultural lesson plans for all subjects grades K-12.
4. Documentation that multicultural education, and professional development has occurred and the impact of training.
5. Samples of resource materials used in professional development.

6. Evidence that multicultural education permeates the total school environment including all curricula K-12, bulletin boards, displays, assembly programs, newsletters, cafeteria menus, and/or other appropriate areas.

7. Report results and/or proposed program or goal changes.

8. Submit report to the State Department of Education on November 1, 1995. A district report will be submitted annually thereafter each November 1.

    a. No specific format has been described for reporting the results to the State Board of Education.

    b. Rule 16 does require that each school district present evidence that multicultural education is being taught to students according to the district plan.

    c. Information will not be required for individual students but for districts as a whole.

    d. School districts should define indicators that program goals have been met. These may then be used in periodic assessment of Rule 16.

ASSISTANCE PROVIDED BY THE DEPARTMENT OF EDUCATION

The Nebraska Department of Education shares the responsibility for implementing the State Multicultural Education Plan. The Department can provide the following assistance to school districts.

- → Assistance in preparing district Multicultural Education plans.
- → Review and analysis of district plans to insure plans meet Rule 16.
- → Examples of plans, programs and lessons for multicultural education infusion.
- → Coordinate staff development activities in partnership with various agencies and groups to help school districts prepare teachers for multicultural education.
- → Annual statewide conference on multicultural education.
- → Structure and coordination for staff development communication media including teleconferencing, public television programs, and computer networks.
- → Advice and assistance in developing appropriate district evaluation procedures.

STATEWIDE MULTICULTURAL PROGRAM ASSESSMENT

LB 27 (1993) mandates that the State Department of Education design a process for evaluating the implementation and effectiveness of each multicultural education program, including the collection of baseline data. The collection of baseline data for evaluating the implementation and effectiveness of each multicultural education program shall not include the testing, assessment, or evaluation of individual students' attitudes or beliefs. An evaluation of the implementation and effectiveness of each multicultural education program shall be conducted during the first quarter of the 1997-98 school year and every five-school years thereafter. The department shall report the results of each evaluation to the Legislature, the State Board of Education, and each school district.

APPENDICES

The suggestions that follow are taken from various sources. They summarize some suggestions that come from experience, contemplation and scholarship. They are offered as an aid to school districts that are planning future steps in multicultural instruction. These are not part of a required curriculum or school model. They do consist of **good advice** that may be useful in setting goals for individual schools and school systems. If school staff had an extended time to discuss multicultural education with people in experienced districts, with many minority representatives, and with university and political leaders, they would probably hear the kinds of ideas included in these appendices.

DEFINING AND DEVELOPING STAFF COMPETENCIES

Effective multicultural education depends on staff who work directly with children in each school. Here are some competencies that staff members should develop as they increase their effectiveness in multicultural instruction.

1. Recognize their personal feelings, attitudes and perceptions as part of their cultural norms and bias.

2. Recognize the value of ethnic and cultural diversity as a basis for societal enrichment, cohesiveness and survival.

3. Know in teachable detail about the experiences, viewpoints and needs of various cultural groups.

4. Acquire sensitivity to the words and actions that are insulting or hurtful for various minority groups.

5. Demonstrate through instruction and classroom or school environment how people of various groups, cultures, and backgrounds can communicate effectively and work cooperatively.

6. Use knowledge and experience of multicultural issues in selection, evaluation, and revision of instructional materials that are unbiased, factual, and complete in their treatment of minority groups.

7. Conceptualize and describe the development of the U.S.A. as a multidimensional society of ethnic and cultural diversity where diversity has been an asset and prejudice has been a destructive force in economics, cooperation and public policy.

DEVELOPING A SCHOOL ENVIRONMENT THAT SUPPORTS MULTICULTURAL EDUCATION

The instruction received by students is augmented by what they see around them. These are some environmental factors that may help students understand that acceptance, respect, and inclusion are "what we do" and also "what we say."

1. People of color, of varied backgrounds and economic status are all received with equal and sensitive treatment.

2. Teaching is done in ways to help students with varied learning styles and abilities.

3. Readily available resource materials in the media center provide current unbiased information about African Americans, Hispanic Americans, Native Americans, and Asian Americans.

4. Diversity is reflected in assembly programs, decorations, art works, food programs and other indications of culture found in the school.

5. All students are encouraged and recruited equally to participate in school activities and co-curricular events.

6. People of varied cultural and ethnic groups visit the school, present information and discuss issues with students.

7. The staff reflects diversity of race, ethnicity and gender.

INVOLVING THE COMMUNITY IN PLANNING AND IMPLEMENTING MULTICULTURAL EDUCATION

Parents and communities who represent minority interests, can be beneficial in developing and implementing multicultural education. The availability of assistance will vary from district to district. A school district may work with a broader community when the number of minority persons who want to participate is limited. There are individuals in the state who can help. And, where a minority viewpoint is desired for instruction or planning, these people can be sought out or invited to participate through various media. These contacts can be interactive or in the form of presentations. Community contacts may be involved in the following ways:

1. Members of the community may serve on advisory or standing committees to advise the staff on matters related to racial and cultural issues. Such a committee could help in determining needs, defining goals, outlining methods of evaluation, and making judgements on information provided by the district about the accomplishment of goals.

2. Members of the community may instruct students by presenting information and viewpoints relating to a specific minority group.

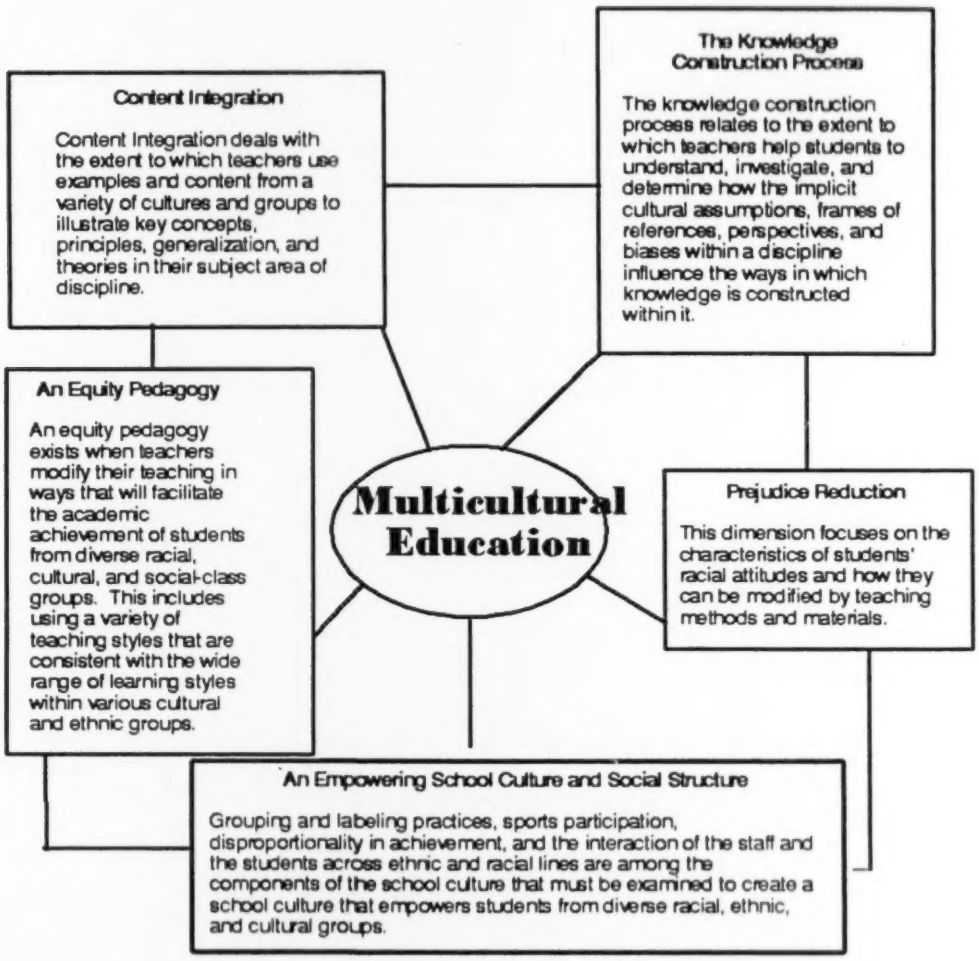
3. Performing groups can make presentations and relate them to culture and experience as a means of expanding student understanding of the interplay and importance of cultural influence.

4. Students can visit displays, exhibitions, and cultural events under sponsorship of the school district to study and experience cultural contributions and experience.

5. Community members and parents can work with school staff to encourage communication especially where cultural viewpoints are affecting the relationships between teachers and parents.

6. Community groups may advise school staff on relationships with students where cultural viewpoints are affecting communication and achievement.

The Dimensions of Multicultural Education


Content Integration
Content Integration deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalization, and theories in their subject area of discipline.
The Knowledge Construction Process
The knowledge construction process relates to the extent to which teachers help students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it.
An Equity Pedagogy
An equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, and social-class groups. This includes using a variety of teaching styles that are consistent with the wide range of learning styles within various cultural and ethnic groups.
Multicultural Education
Prejudice Reduction
This dimension focuses on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials.
An Empowering School Culture and Social Structure
Grouping and labeling practices, sports participation, disproportionality in achievement, and the interaction of the staff and the students across ethnic and racial lines are among the components of the school culture that must be examined to create a school culture that empowers students from diverse racial, ethnic, and cultural groups.

Reprinted with permission from James A. Banks, Multiethnic Education: Theory and Practice, Third Edition, Boston: Allyn and Bacon, 1994.

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21. use multicultural content to teach fundamental skills such as reading at the elementary level, not only for holidays and special occasions.

22. read the educational literature on instructional strategies, testing procedures and materials designed for specific cultural groups; incorporate suggested strategies and materials when appropriate.

23. address social, political, or economic problems in the community by developing class projects aimed at lessening the impact of social inequality (e.g., home economics classes could provide holiday meals or food to neighborhood senior citizens, or help establish nutrition and food buying clubs; government classes could become involved in voter registration efforts; global studies classes could develop a comparative study and presentation on the history of racial discrimination in the United States and South Africa).

Source: Multicultural Curriculum Development in the Rochester City School District; The Peoples Publishing Groups, Inc.; 800-822-1080; 1993. Not to be reprinted without permission.

48 QUICK IDEAS FOR MULTICULTURAL TEACHING/LEARNING ACTIVITIES

1. Check district and school policies, procedures, practices, curriculum guides, lesson plans, instructional materials, etc., to be sure they are free of bias toward or against any race, sex, religion, or culture.

2. Make newcomers feel welcome through a formal program.

3. Be sure that assignments are not offensive or frustrating to students from cultural minorities. For example, asking students to discuss or write about their Christmas experiences is inappropriate for non-Christian students. Let students discuss their holidays.

4. Form a school-wide planning committee to address implementing multicultural education.

5. Contact your district curriculum coordinators for ideas and assistance.

6. Let faculty, who are knowledgeable about multicultural topics, train others or teach their classes.

7. Have students take a cultural census of a class or the school to find out what cultures are represented.

8. Form a multicultural club.

9. Select a theme to tie various multicultural activities together, hold school programs with art, music, and dramatic presentation; hold a multicultural fair or festival featuring music, art, dance, dress, etc.; adopt a multicultural theme for existing activities.

10. Hold a school cross-cultural food festival.

11. Have multicultural celebrations and teach-ins with school-wide activities and all classes.

12. Decorate classrooms, hallways, and the library/media center with murals, bulletin boards, posters, artifacts, and other regalia representative of the students in the class, school, or other cultures being studied. Posters and other information are available from foreign government travel bureaus and education agencies, private travel agencies, consulates, the United Nations, ethnic and culture organizations, etc.

13. Designate a permanent bulletin board for multicultural news and displays.

14. Help students develop skills needed to locate and organize information about cultures from the library media center, the mass media, people, and personal observations.

15. Have students write to foreign consulates, tourists bureaus, minority organizations, etc., for information and decorative materials.

16. Supplement textbooks with authentic material from different cultures taken from newspapers, magazines, and other media of the culture.

17. Use community resources: representatives of various cultures talking to classes; actors portraying characters or events; musicians and dance groups.

18. Work with the library/media center for special bibliographies, collections, displays, and audiovisuals.

19. Hold a mock legislature to debate current or historical issues affecting minorities and cultural groups.

20. Hold oratorical, debate, essay, poster, art, brain brawl, or other competitions with a multicultural focus.

21. Feature stories in the school newspaper on multicultural topics; publish a multicultural newspaper or newsletter.

22. During daily announcements, make reminders about multicultural activities.

23. Use your Newspapers-in-Education program to focus on multicultural themes and events.

24. Develop a radio or television program on multicultural themes for educational or local community-access channel.

25. Study works in science, art, music, and literature of various cultures, focusing on the contributions of minority individuals.

26. Have students write short stories or essays on multicultural topics.

27. Have student debates, speeches, skits, etc. on multicultural topics presented to classes, PTOs, nursing homes, and other community groups.

28. Study the provisions and freedoms of the U.S. Constitution as they relate to people of color.

29. Compare and contrast other cultures with the students' concept of mainstream America.

30. Discuss the issues and personalities involved in various cultures from a historical, political, and literary standpoint.

31. Use skills and information from various disciplines (math, social studies, geography, language arts, etc.) to compare population, economy, politics, lifestyle, culture, and other data about different culture groups in the U.S. during different historical periods and today. Discuss the meaning of the differences and similarities.

32. Discuss the relevance of the Constitution and government in dealing with today's problems related to minorities and cultural diversity.

33. Hold mock campaigns and elections based on multicultural issues.

34. Hold a video film festival dealing with various cultures and multicultural issues.

35. Have children of other cultures or their parents share native songs with classmates; have students share instruments or recordings of their native cultures.

36. Take field trips to local multicultural sites such as a neighborhood, ethnic recreation/social center, workplace, historical site, museum, restaurant, or grocery.

37. Focus on geography skills and knowledge of geography as part of related courses.

38. Establish pen pal or video exchange programs with students from other cultures.

39. Discuss the importance of international trade and the skills needed to be employed in that area.

40. Discuss what it means to be a member of a minority or different cultural groups.

41. Discuss what it means to be a responsible American citizen.

42. Sponsor a tutoring program, in which older students with a firm command of the English language can tutor younger students who may be having trouble learning English. If the tutoring takes place in the home of the limited-English student, the experience will also be culturally revealing for the tutor.

43. Conduct interactive field trips, which involve students whose English skills are weak with language-intensive exchanges out in the community. Activities such as making purchases, reading transportation schedules, and placing orders will encourage students to use English in ways that are directly relevant to them.

44. Photograph each child in the class and have each child create her or his own album with personal information (date and place of birth, etc.) art, and school work. Post albums on the wall.

45. Have students bring a unique object (e.g., a favorite toy), and encourage limited-English students to talk about the objects. Use the object as introductions to other cultures.

46. Read aloud to your students of all age. It helps limited-English students understand vocabulary in context, language flow, intonation, drama, sentence structure, etc.

47. Have students (of all ages) make self-portraits. This is a good get-acquainted activity, in which students reveal something about themselves and learn about others' names.

48. Have puppet interviews on any of a wide range of subjects. It has been shown that young students will often open themselves up and talk to puppets much more readily than to adults. Possible areas for puppet interviews include animal puppets which tell about wildlife and interactions with "human" puppets on social, moral, safety, and other issues.

Sources: (Florida Department of Education, 1990; Enright & McCloskey, 1984; Jordan, 1992)

MULTICULTURAL EDUCATION: WHAT IT IS

√ Content about a variety of ethnic groups is incorporated into many subject areas, pre-K-12.

√ Teachers in each discipline analyze their teaching procedures and styles to determine the extent to which they reflect multicultural issues and concerns.

√ Teachers and students must have readily available resource materials that provide accurate information on diverse racial/ethnic/cultural groups.

√ Participation in all school programs and activities is open to all students from various racial/ethnic/cultural backgrounds.

√ A school that protects the individual's right to:

1) retain esteem for his/her home environment while developing a positive self-image;

2) develop empathy and insight into and respect for the ethnicity of others; and

3) receive an equal educational opportunity.

√ Equal educational opportunity is practiced in performance and testing, which is free of mono-ethnic bias.

√ Guidance and student services are accessible and sensitive to ethnic and cultural diversity and individual needs and concerns.

√ The composition of school staff at all levels reflect the ethnic and cultural diversity of the community and nation.

√ Effective professional development program consists of a wide variety of program components including conducting a needs assessment, curriculum development, peer teaching, and materials selection and evaluation, teaching styles, expectations and critical thinking.

√ A school learning environment that helps students become aware of and able to acquire cultural and cognitive alternative, thus enabling pupils to function successfully within cultural environments other than their own. It allows them to achieve cross-ethnic and interpersonal interactions freely and successfully.

√ Students are encouraged to examine and to think critically and analytically about: democratic values that emerge in the U.S., extent to which these values have or have not been fulfilled, and the continuing conflict between values, such as freedom and equality in our country and between ideals in other societies.

√ E Pluribus Unum is the goal of the school and its curricula.

√ The curricular designs help students develop powerful concepts, generalizations, and intellectual abilities when studying content related to racial/ethnic and cultural diversity. They allow opportunities for students to explore cross-cultural, cross-ethnic communications, and to experiment with cross-ethnic and cross-cultural functioning.

√ The curriculum recognizes language diversity and promotes the attitude that all languages and dialects are valid communicating systems for some groups and for some purposes.

Source: Guidelines for Education that is Multicultural (G.E.M.); Office of Equal Education Opportunity of New Jersey State Department of Education; 1993. Reprint only with permission.

QUESTIONS ASKED MOST FREQUENTLY CONCERNING MULTICULTURAL EDUCATION

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1. Is the world/global cultures curriculum the same as multicultural education?

   NO. The world cultures curriculum addresses foreign countries first and then their histories, lifestyles, and cultures. The multicultural education document assists students and adults to learn to live and work together by respecting each other's diversity and similarities.

2. Does multicultural education negate the validity of Western culture?

   NO. While we should not continue to teach exclusively the traditional curricula, let us appreciate that European culture is not the whole culture, but it is a part of the multicultural experience. European culture has played a special role in our understanding of democratic principles, which are the basis for our dealing positively with cultural pluralism.

3. Does implementing multicultural education take the place of other activities such as Black and Women's History Months?

   NO. Black and Women's History Month and other celebrations have existed for several years. Multicultural education seeks to integrate the study of women and people of color throughout all aspects of the curricula, throughout the entire school year.

4. If a school district has a limited budget, how can multicultural curricula be developed without reducing the present curricula?

   Multicultural education does not necessarily involve creating new curricula. It is an organizational approach which transforms the existing curricula through the integration of materials, ideas, strategies, and techniques that reflect the history, customs, interactions, and aspirations of various ethnic groups.

5. What about sexual orientation?

   Section 1 of the law specifically states only four cultural areas must be infused into existing curriculum. A district is not limited to those four cultural areas and may expand beyond (note: this is not a requirement). The law addresses the racial and ethnicity piece of the multicultural pie. Additional pieces such as ageism, sexual orientation, etc. are not required.

6. Will schools will have to offer more instruction and teaching hours.

   The Law specifically states that no district shall require additional instructional hours for students or teachers to satisfy requirements of LB 922.

MULTICULTURAL RESOURCE CENTERS: AN ANNOTATED LISTING

A.A.; 6011 Blair Rd., NW; Washington, DC 20021; 202-832-0340. Curriculum Guide: National Multicultural Education Programs for grades 3, 5, 8, and 11.

ADL; 1100 Connecticut Ave., N.W., Suite 1020; Washington, DC 20036; 202-452-8310. Curriculum Guide: World of Difference

African American Images; 9204 Commercial, Suite 308; Chicago, IL 60617-4585; 312-375-9682. Publisher of African American books and audio visual tapes. Some materials are available for a small rental fee.

African American Institute; UN Plaza; New York, NY.

Afro-American Historical & Cultural Museum; 7th & Arch Streets; Philadelphia, PA 19106.

American Indian Law Center; PO Box 4456, Station A; Albuquerque, NM 87196; 505-277-5462.

American Indian Movement; 710 Clayton Str., Apt. 1; San Francisco, CA 94117; 415-566-0251. Specializes in American Indian treaty rights.

Anti-Defamation League of B'nai B'rith; 823 United Nations Plaza; New York, NY 10017. Curriculum Guide: Being fair and being free: A human relations program for the secondary school

Arrowhead Mills, Inc.; Attn: Recipes; PO Box 2059; Hereford, TX 79045; 806-364-0730. A natural foods manufacture, offers a free copy of the leaflet The Native American, includes American Indian recipes.

Asian American Studies Center; University of California at Los Angeles; 405 Hilgard Ave.; Los Angeles, CA 90024.

Asian Cinevision; 32 E. Broadway, 4th Floor; New York, NY 10002; 212-925-8685.

Association for Multiethnic Americans; PO Box 191726; San Francisco, CA 94119-1726; 510-523-2632.

Associated Publishers; 1407 14th Str., N.W.; Washington, DC 20005; 202-265-1441. 16 different Black History Month kits for K-12 students. Also available, a catalog of books, pictures, lesson plans, and pamphlets.

Board of Jewish Education of Greater Washington (BJEGW); 11710 Hunters Ln.; Rockville, MD 20852; 301-984-4455. Offers a series of year-round language arts lesson plans for grades K-6 on Jewish contributions to American society. Kit includes five exercises for each grade level that are suitable for copying.

Bureau of Indian Affairs; Office of Indian Education Program; 1849 C St., N.W.; Mail Stop 3530; Washington, DC 20240.

Caribbean Cultural Center; 408 West 58th St.; New York, NY 10019.

Center for Southeast Asian Studies; Room 4115, Helen C. White Hall; University of Wisconsin; Madison, WI 53706; 608-263-1755. K-6 teachers can receive free pamphlets, including Children's Games from Southeast Asia, A Laotian Folktale, Malaysian Proverbs, Philippine Riddles, and Independence and Government: A Chronology of Some Key Events in Southeast Asia. Also available, maps of Laos and Vietnam and pamphlets with oriental craft projects. Send one self-addressed, stamped envelope for every two items requested.

Central American Refugee Center; 3112 Mt. Pleasant St., N.W.; Washington, DC; 20010; 202-328-9799.

China Institute of America; 125 East 65th St.; New York, NY 10021; 212-744-8181.

Chinese Culture Center; 750 Kearny St., 3rd Floor; San Francisco, CA 94108; 415-986-1822. Hub of many activities and exhibits to educator the public about Chinese culture and Chinese Americans.

Chinese Historical Society of Southern California; PO Box 86267; Los Angeles, CA 90086-2647.

Congressional Hispanic Caucus; Washington, DC 20515; 202-226-3430. Clearinghouse of research and statistical studies.

Council on Interracial Books for Children; 1841 Broadway; New York, NY. A nonprofit organization that promotes anti-racist children's literature and teaching materials. A free catalog of filmstrips, lesson plans, curricula, books and pamphlets is available. The council also offers Guidelines for Selecting Bias-Free Textbooks and Storybooks.

Cuban American National Council; 300 S.W. 12th Ave., 3rd Floor; Miami, FL 33130; 305-642-3484. Agency identifies needs of the Cuban population.

East Wind Books; 1435 A Stockton St.; San Francisco, CA 94133; 415-772-5899 or 415-781-3331. A source of books about Chinese and Asian Americans, offers include children's books and Chinese language materials.

Educational Extension Systems; PO Box 259; Clarks Summit, PA 18411; 800-447-8561.

Exceptional Student Education/Federal Programs; Region 1 Office; Dade County Public Schools; Miami, Fl 33132; 305-687-6565. Curriculum Guide: Multicultural Education: Objectives and Activities

Facing History and Ourselves National Foundation, Inc.; 25 Kennard Road; Brookline, MA 02146; 612-232-1595. Curriculum Guide: Facing history and ourselves

Georgia State University; McCloskey, Mary Lou, ed.; Department of Early; Childhood Education; Athens, GA. Curriculum Guide: Turn on units: English as a second language content area curriculum in math, science and computer science for grades K-6

Hispanic Policy Development Project; 250 Park Ave., S.; New York, NY 10003; 212-529-9323. Raises awareness of the plight of the Hispanic population.

Japanese American Citizens League; 1765 Sutter St.; San Francisco, CA 94115; 415-921-5225.

Japanese American Curriculum Project; 234 Main St.; PO Box 1587; San Mateo, CA 94401; 415-343-9408. Largest distributor of Asian American books.

Japanese American Library; 1619 Sutter St.; San Francisco, CA 94109; 415-567-5006.

Indian Rights Association; 1601 Market St.; Philadelphia, PA 19103; 215-665-4523.

Indian Youth of America; PO Box 2786; Sioux City, IA 51106; 800-828-4492.

Institute of American Indian Arts; PO Box 20007; Santa Fe, NM 87504; 505-988-6463. Learning opportunities for Native American youth in the arts and crafts.

League of United Latin American Citizens; 900 E. Karen Ave., Suite C-215; Las Vegas, NV 89109; 702-737-1240. Largest Hispanic civil organization in the U.S. Sponsors a wide variety of social programs.

Library of Congress; Thomas Jefferson Building, Room 204; 101 Independence Ave., S.E.; Washington, DC 20540; 202-287-5400.

Multicultural Educational Training Advocacy, Inc.; 524 Union St.; San Francisco, CA 94133.

MultiCultural Publishers Exchange; PO Box 9869; Madison, WI 53715.

Museum of National Center for Afro-American Artists; 300 Walnut St.; Roxbury, MA 02119.

National Afro-American Museum and Culture Center; PO Box 578; Wilberforce, OH 45384.

National Asian American Telecommunications Association; 346 Ninth St., 2nd Floor; San Francisco, CA 94103; 415-863-0814.

National Association for the Education of Young Children (NAEYC); 1834 Connecticut Ave., N.W.; Washington, DC 20009-2786; 800-424-2460. Curriculum Guide: Anti-Bias Curriculum: Tools for Empowering Young Children; Derman-Sparks, Louise

National Black Child Development Conference; 1463 Rhode Island Ave., N.W.; Washington, DC 20005.

National Congress of American Indians; 900 Pennsylvania Ave., S.E.; Washington, DC; 202-546-9404.

National Indian Youth Council; 318 Elm St., S.E.; Albuquerque, NM 87102; 505-247-2251.

National Japanese American Historical Society; 1855 Folsom St., No. 161; San Francisco, CA 94103; 415-431-5007. Created the "Go for Broke" exhibit. Maintains archives and libraries, producing traveling exhibits.

National Japanese American Museum; 941 East Third St., Suite 201; Los Angeles, CA 90013; 213-625-0414.

National Museum of African Art; Washington, DC

Navajo Code Talkers Association; PO Box 1395; Gallup, NM 87301; 505-722-2228. Represented Navajos who served ad communicators or "code talkers" in the Marine Corps during WW II.

Nebraska Department of Education; Equal Educational Opportunities Section; 301 Centennial Mall South; Lincoln, NE 68509; 402-471-4677. A complete ethnic, gender and teacher resource library. Books and tapes on loan.

New York Chinatown History Project; 70 Mulberry St., 2nd Floor; New York, NY 10013; 212-619-4785. Gathers historical information and sponsors exhibits and other activities.

North American Indian Women's Association; PO Box 805; Eagle Butte, SD 57625; 605-964-2136. Educational organization promoting intertribal communication.

Office of Refugee Resettlement; ORR-Family Support Administration; 370 L'Enfant Promenade SW, Sixth Floor; Washington, DC 20047; 202-401-4618.

Organization of Chinese Americans; 2025 Eye St., N.W., No. 926; Washington, DC 20006; 202-223-5500.

Pacific Oaks Extension Services; 714 West California Blvd.; Pasadena, CA 91105; 818-397-1375. Curriculum Guide: Anti-Bias Curriculum

Peoples Publishing; PO Box 70; Rochelle Park, NJ 07662; 800-822-1080. Publishing firm that offers all multicultural materials for grades K-12.

Respecting Ethnic and Cultural Heritage (REACH); 180 Nickerson St., Suite 202; Arlington, WA 98109.

The Music Educators National Conference; 1902 Association Dr.; Reston, VA 22091; 703-860-4000. Curriculum Guides: Multicultural perspectives in music education; Anderson, William M. and Campbell, Patricia S. (Ed.) Teaching music with a multicultural approach; Anderson, William M.

The Schomburg Center for Research in Black Culture; New York Public Library

The Studio Museum in Harlem; 144 West 125th St.; New York, NY 10027.

TransAfrica; 1325 18th St., N.W., Suite 202; Washington, DC 20036.

Social Studies School Service; 10200 Jefferson Blvd., Room 111; PO Box 802; Culver City, CA 90232-0802; 800-421-4246. Publishing company

Survival of American Indians Association; 7803-A Samurai Dr., S.E.; Olympia, WA 98503; 206-456-2567.

University of California; Chicano Studies Research Library; 1112 Campbell Hall; 405 Hilgard Ave.; Los Angeles, CA 90024-1544; 213-206-6052. More than 10,000 books and materials collected specializes in the experiences of Mexican Americans.

University of Texas, Austin; Benson Latin American Collection; General Libraries, SRH 1.108; Austin, TX 78713-7330; 512-471-9241. Their collection of 5,00 books and materials covers the history of Hispanics in the U.S., as well as Mexican and Latin Americans.

Visual Communications; 263 S. Los Angeles, No. 307; Los Angeles, CA 90012; 213-680-4462.

Wing Luke Asian Museum; 2407 7th Ave. S.; Seattle, WA; 406-623-5124.